

The Impact of Media

Lesson Preparation

Daily Lesson 11	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1A	E1.1E	E1.Fig19A E1.9B E1.10A E1.12A	E1.15Ci-ii
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. <p>— Why is it important to continue to improve your vocabulary?</p>		<ul style="list-style-type: none"> New and different perspectives can be communicated through media. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. <p>— What effect does the media have on you?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Word origin 		<ul style="list-style-type: none"> Graphic art Visual image 	
Materials	<ul style="list-style-type: none"> Vocabulary Notebook (1 per student) Dictionary (class set) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Short persuasive text (class set) Visual image of the same topic or event Chart paper (if applicable) 	
Attachments and Resources				
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select two words that contain Latin or Greek roots from the persuasive text used in Reading. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select a short, high-interest persuasive text and a graphic image of the same topic or event 	
Background Information	<p>Teaching students about word parts is essential for comprehension. Students do not learn about words and how to use words simply by memorizing definitions. Students should be given the opportunity to discuss the words they are learning and represent their knowledge of words in linguistic and non-linguistic ways.</p> <p>In middle school, students learned and practiced using common prefixes, root words, and suffixes to determine meanings of unknown words. Students continue to hone these skills in high school as the level of complexity in texts increases.</p>		<p>UNDERDEVELOPED CONCEPTS: Students may be unaware of the power of persuasive techniques in media and text and lack the understanding that media and communication in general are persuasive. They may passively believe messages rather than critiquing them for credibility and subtle influences.</p> <p>Graphic art – art form using visual images to convey a message or provide an aesthetic experience. Images can include photographs, illustrations, cartoons (especially political), charts, diagrams, or film footage.</p>	

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	<p>This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins."</i></p>	<p>Steps in comparing and contrasting:</p> <ul style="list-style-type: none"> • Identify how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) • Identify how events are presented and information is communicated by non-visual texts (e.g., news article, audio broadcast, other texts without visual support) • Explain the similarities and differences in the way the message is communicated by visual images and non-visual texts <p>This Instructional Routine partially assesses Performance indicator: <i>"Write multiple reflections including personal and world connections, thoughts, and responses to expository and persuasive texts."</i></p>
Teacher Notes		<p>In Units 01-03, students compared and contrasted visual images with fiction, nonfiction and expository text. They also analyzed how the tone and formality of visual images about the same event can vary depending on the audience for which it is intended. In this unit, students will deepen their understanding of how words, images, graphics and sounds work together to impact meaning and influence their opinions.</p>

Instructional Routines

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Duration and Objective	Suggested Duration: 10 min. Content Objective: Students understand that root words can help determine meanings of words.	Suggested Duration: 40-50 min. Content Objective: Students compare and contrast a persuasive text with a graphic image and evaluate which has a greater impact.	
Mini Lesson	1. Instruct students to create a five column by three row table like the one below in the Vocabulary Notebook. <div> <div>Word</div> <div>Root</div> <div>Affix</div> <div>Definition</div> </div>		1. Begin with a review of the importance of analyzing and evaluating the quality, relevance and credibility of evidence authors use to support a position. Explain to students that the same analysis can also be applied to a graphic image of the same topic or event. 2. Distribute and read the selected persuasive text. Ask: What is the author's position? Discuss responses. 3. With a partner, have students identify the evidence the author uses to support his position. Lead a class discussion on quality, reliability and credibility of the argument. Ask: Does the author include any unsubstantiated opinions? Discuss responses. 4. Display or play the graphic image. Ask: What is the main point of this example? Discuss responses. Ask: How relevant and credible was the information? Discuss responses.
Learning Applications	1. With an Elbow Partner , students complete the chart for the two words selected, consulting a dictionary as needed.		1. Students create a Venn diagram in the Reader's Notebook to compare and contrast the persuasive text with a visual image. 2. In the Reader's Notebook, students respond to the prompt: Which of the two had a greater impact on you? Support your response with textual evidence.
Closure	1. Ask: How can understanding root words, suffixes and prefixes improve our understanding of words in other classes		1. Ask for volunteers to share Reader's Notebook responses.

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	<p>and the world outside of school? Discuss responses.</p> <p>2. Add new words to the Word Wall as appropriate.</p>	